

## BEAUFORT MIDDLE

2501 Mossy Oaks Road  
Beaufort, South Carolina 29902

**GRADES** 6-8 Middle School

**ENROLLMENT** 571 Students

**PRINCIPAL** Carole Ingram, Acting Principal 843-322-5700

**SUPERINTENDENT** Herman K. Gaither 843-322-2300

**BOARD CHAIR** Earl Campbell 843-322-2356

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	20	15	0	0

#### IMPROVEMENT RATING:

#### AVERAGE

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	N/A	N/A	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Average	Average	No

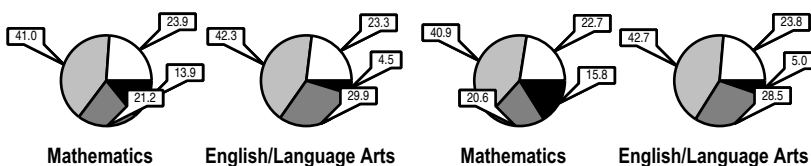
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

91.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	572	99.5	23.0	42.5	30.0	4.5	47.7	Yes	Yes
Gender									
Male	294	99.3	26.6	46.9	22.5	4.1	39.9		
Female	278	99.6	19.3	37.8	37.8	5.0	56.0		
Racial/Ethnic Group									
White	339	99.4	12.3	47.0	34.7	6.0	57.4	Yes	Yes
African-American	203	99.5	43.8	34.6	20.5	1.1	29.2	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	20	100.0	5.3	42.1	47.4	5.3	57.9	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	515	99.6	19.2	42.7	33.1	5.0	51.9		
Disabled	57	98.3	60.0	40.0	0.0	0.0	8.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	572	99.5	23.0	42.5	30.0	4.5	47.7		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	568	99.5	23.1	42.5	30.0	4.4	47.4		
Socio-Economic Status									
Subsidized meals	203	99.0	38.5	40.1	20.3	1.1	29.9	Yes	Yes
Full-pay meals	369	99.7	14.6	43.7	35.3	6.4	57.4		

Mathematics - State Performance Objective = 15.5%									
All Students	572	99.7	23.7	41.1	21.3	13.9	47.1	Yes	Yes
Gender									
Male	294	99.7	25.0	41.2	21.3	12.5	45.2		
Female	278	99.6	22.4	40.9	21.2	15.4	49.0		
Racial/Ethnic Group									
White	339	99.7	13.8	39.0	28.6	18.6	60.1	Yes	Yes
African American	203	99.5	43.8	44.9	8.6	2.7	22.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	20	100.0	5.3	42.1	10.5	42.1	57.9	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	515	99.8	21.0	40.3	23.3	15.4	50.9		
Disabled	57	98.3	50.0	48.0	2.0	0.0	10.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	572	99.7	23.7	41.1	21.3	13.9	47.1		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	568	99.7	23.9	41.3	21.2	13.6	46.8		
Socio-Economic Status									
Subsidized meals	203	99.5	37.8	44.7	11.7	5.9	29.3	Yes	Yes
Full-pay meals	369	99.7	16.0	39.1	26.5	18.4	56.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	207	100.0	31.1	37.4	29.5	2.1	31.6
	Grade 7	195	100.0	27.2	48.9	22.2	1.7	23.9
	Grade 8	188	100.0	22.9	44.6	30.9	1.7	32.6
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	178	98.9	32.9	30.6	29.4	7.1	36.5
	Grade 7	206	100.0	19.0	50.5	27.5	3.0	30.5
	Grade 8	188	99.5	19.0	45.7	32.1	3.3	35.3

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	207	100.0	20.0	43.2	22.1	14.7	36.8
	Grade 7	195	100.0	35.6	40.6	16.1	7.8	23.9
	Grade 8	188	100.0	20.0	52.6	16.6	10.9	27.4
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	178	99.4	22.8	33.9	23.4	19.9	43.3
	Grade 7	206	100.0	24.0	41.5	22.0	12.5	34.5
	Grade 8	188	99.5	26.6	47.8	17.4	8.2	25.5

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 571)				
Students enrolled in high school credit courses (grades 7 & 8)	22.1%	Down from 27.0%	21.7%	14.6%
Retention rate	2.5%	Up from 0.2%	2.2%	3.0%
Attendance rate	96.0%	Up from 95.5%	96.0%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.7%		3.6%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.7%		3.4%	5.3%
Eligible for gifted and talented	21.1%	Down from 23.2%	22.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.8%	Up from 3.7%	11.6%	13.9%
Older than usual for grade	4.0%	Down from 4.6%	2.5%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Down from 1.8%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 46)				
Teachers with advanced degrees	58.7%	Up from 45.7%	53.1%	48.7%
Continuing contract teachers	82.6%	Up from 80.4%	86.2%	81.7%
Highly qualified teachers**	90.0%	N/A	92.0%	90.4%
Teachers with emergency or provisional certificates	9.5%		3.6%	5.3%
Teachers returning from previous year	N/A	N/A	87.0%	85.1%
Teacher attendance rate	94.3%	Up from 93.9%	94.9%	94.8%
Average teacher salary	\$41,818	Up 3.8%	\$41,713	\$40,566
Prof. development days/teacher	N/R	N/R	10.7 days	11.0 days

School				
Principal's years at school	3.0	Up from 2.0	5.0	3.3
Student-teacher ratio in core subjects	18.0 to 1	Up from 16.3 to 1	23.2 to 1	21.3 to 1
Prime instructional time	84.9%	Down from 85.1%	89.2%	89.3%
Dollars spent per pupil*	\$6,766	Down 1.3%	\$5,450	\$5,821
Percent of expenditures for teacher salaries*	58.7%	Up from 47.2%	63.1%	61.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	Down from 99.3%	94.0%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.9%	92.0%
Highly qualified teachers in high poverty schools**	88.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Three years ago before we opened this building, one of our goals was to create a community where people looked after each other physically and intellectually. Each year our opening theme has connected to that goal. In 2003-2004 we focused on "Zeitgeist," the German word for "spirit of the times" to reflect on the spirit of our time so we could better understand the spirit of other cultures. We did not realize then that Beaufort Middle School would take on its own spirit and become a family before another summer emerged.

As the year began, No Child Left Behind was the topic of many conversations and served to increase our focus on the learning of all students. We have long been frustrated by the fact that our African American students perform more poorly than our white students. Our analysis of the possible causes and solutions for the achievement gap overlapped with another school-wide emphasis on assessment: How do we measure student learning before, during, and after instruction? Should we concentrate on the amount of work a student completes or the amount of learning a student demonstrates? Why do groups of students respond to the same classroom environment, structure, and delivery of instruction in two or more different ways?

As we examined these essential questions, we were reminded of the research that shows the compelling nature of the classroom teacher is just as important as the teacher's knowledge of content or teaching skill. The National Forum to Accelerate Middle Grades Reform also states that emphasis on academic performance alone will not lead to academic excellence. Rather, schools produce greater learning when they balance emphasis on academic performance with social equity and developmental responsiveness. Once again we interpreted this as evidence to reinforce our effort to foster relationships and focus on learning rather than activities.

Concentration on assessment served as the framework for our second implementation year in the Teacher Advancement Program. Over 250 classroom observations, post conferences, and cluster meetings during the year focused on ways we could coach one another to better assess learning authentically, and balance academic emphasis with social equity and developmental responsiveness. Another proven avenue for learning is student writing where once again BMS students and staff excelled. The eighth grade Humanities students produced November 7, 1861: Crossroads in Beaufort History as its ninth document in the Downtown as a Classroom Series; our International Studies eighth grade journalism class published outstanding school newspapers throughout the year; and the Humanities eighth grade Language Arts classes published a collection of student writing in The Nature of Things.

If we became a family at Beaufort Middle in 2003-2004, our responsibilities and our expectations bring new challenges for 2004-2005. We must look to the elementary schools that feed our building and to the high school that accepts us. We have to find a way to expand the family, to share the conversations, and to guarantee that every student and adult will find new ways to contribute to the learning of all.

Randall Wall, Principal and Susan Hollingsworth, School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	41	186	77
<b>Percent satisfied with learning environment</b>	92.5%	64.8%	88.0%
<b>Percent satisfied with social and physical environment</b>	92.7%	70.7%	84.4%
<b>Percent satisfied with home-school relations</b>	85.0%	76.7%	68.9%

\*Only students at the highest middle school grade level at this school and their parents were included.